

Marketing

Mr. David Combs

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Course Description

Student learning will focus on how Marketing supports the different activities that a business performs. Students will explore the content areas of the Marketing Concept, the 5 P's of Marketing, and in creating the Marketing Plan/Strategies for a business. When they have reached an understanding the students will create a formal Marketing Plan to see the process in action and to discover the impact on a business. Student experiences will revolve around Project Based Opportunities.

Course Objectives

Students will understand the multiple Marketing functions within a business
Students will know how the Marketing Concept supports the success of the business.
Students will demonstrate the 5 P's of Marketing and their functions
Students will use buyers behavior when implementing the 5 P's.
Students will use marketing research to discover the needs and wants of customers/clients.
Students will discover how to create SMART Goals to assist the business in creating effective objectives.
Students will understand the elements of a Marketing Plan
Students will create and implement elements of the Marketing Plan.
Students will implement a marketing strategy and promotional mix.
Students will create promotional tactics and develop ways of tracking to evaluate effectiveness.
Students will understand the impact of a marketing budget for businesses.

Course Policies/Expectations

Students are expected to behave and conduct themselves in a manner consistent with the expectations in the Woodward-Granger Middle & High School Student/Parent Handbook. Specific classroom rules for Introduction to Business include:

- Treat others as you want to be treated.
- Students are expected to treat their classmates, teachers, and guests with respect.
- Students must be prepared for the daily activities by being on time, bring proper materials, completed work, and a willingness to learn.
- Students must follow the school's Electronic Device policy. Cell Phones are **NOT** permitted at anytime during the period. During designated times and only by my discretion, I **WILL** allow the use of MP3 players/iPods. If the use of these devices becomes inappropriate, the opportunity to use these devices will be taken away.
- Students are expected to be active participants in the learning experience and work with their peers and teachers to achieve the course objectives that will prepare them for the 21st century

Tardy Policy

The school handbook allows for 5 tardies before a Saturday School is given. In my classroom the policy is as follows for the initial tardies.

1st Tardy - Verbal Warning

2nd - 4th - 25 Minutes with teacher (Bring work or be put to work)

The Learning Process

Preparedness Policy (5%)

Students need to complete all formative assessments to the best of their ability and be prepared for the learning experience when due. This skill, critical to the workplace/post-secondary education, will be assessed by the following.

- 1 – Prepared**
- 0 – Unprepared**

*****If the student is aware of an upcoming **planned absence** (extra-curricular activities, vacation, doctor appointment, dentist, etc..) or **gone due to illness**, they must see me to determine the learning that will be missed and the expected turn in date based on the absence.

***Unexcused or un-communicated absences**, the work is counted as unprepared and will follow the preparedness policy.

(Ex. On the due date, the student has a doctors appointment and misses the class but is at school for the rest of the day and does not submit the work.)

Formative Assessments (5%)

Students will be given daily opportunities throughout their learning to demonstrate understanding of skills and concepts. All formative assessments will be assessed using the rubric listed below.

- 4 - Exceeds Expectations** - Student demonstrates a high level of understanding for the targeted skill or concept.
- 3 - Secure** - Student can apply the skill or concept correctly and independently
- 2 - Developing** - Student shows some understanding. Reminders, hints, suggestions are needed for understanding.
- 1 - Beginning** - Student shows little understanding of the concept. Additional teacher support is needed.
- 0 - Insufficient Data** - No submission of work.

Re-Work Policy (Only Formative Assessments)

Once formative assessments have been completed, turned in and reviewed, those students who did not demonstrate learning at a **Secure level or higher**, will be expected to **Re-Work** the formative assessment until they can demonstrate that they are **Secure** in their learning. To assist the students in the Re-Work of their formative assessments, **Hawk Time** is available for the students each day to receive the supports necessary to reach the **Secure level** as well as other times arranged by the student/teacher. Re-Works **MUST** be completed by the Summative Assessment or the level stays the same as what was initially assessed.

*****Once the **Secure level is reached** the reworking of the formative assessment is **done**. You may **NOT** rework a Secure Level grade to **Exceeds Expectations** due to the fact that you demonstrated competence in the skill or concept.

Summative Assessments (40%)

Students will be asked to demonstrate their application of the skills and concepts in a summative test, project or other proof of their learning. The summative assessment will not be given the opportunity to be Re-Worked as it is the final time for the students to indicate what they know after the learning and practice has been completed.

Marketing Projects (25% Each)

Students will be completing two projects within the semester. Each focused on a different element of marketing. The first project is designed for students to demonstrate their knowledge of the core marketing concepts and to demonstrate how all elements of marketing fit into the business. The second project is focused on the development and creation of the marketing plan. Students will complete a full marketing plan to present to a real business client. Students will be prepared for both by using the formative and summative assessments during the semester to practice and develop their learning.